

DOCUMENT RESUME

ED 462 208

RC 020 122

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TITLE Empowering Students and Their Families To Succeed through Innovative, Diverse, and Challenging Educational Programs.

INSTITUTION Pajaro Valley Unified School District, Watsonville, CA.

SPONS AGENCY Office of Elementary and Secondary Education (ED), Washington, DC. Office of Migrant Education.

PUB DATE 1995-03-28

NOTE 56p.; Paper presented at the National Migrant Education Conference (Boston, MA, March 28, 1995). Contains some light and broken type.

PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Bilingual Education; College Preparation; *Dropout Prevention; Dropout Programs; Educational Objectives; Elementary Secondary Education; *Enrollment; *Migrant Education; *Parent Participation; Preschool Education; Profiles; Program Descriptions; *Summer Programs; Supplementary Education

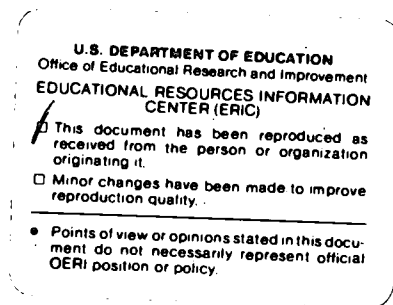
IDENTIFIERS Migrant Education Program; *Pajaro Valley Unified School District CA

ABSTRACT

The Region XI Migrant Education Program, Pajaro Valley Unified School District (Watsonville, CA) serves approximately 6,300 students during the regular school year and 4,400 students during the summer. Virtually all students are Hispanics, and 47 percent are currently migrant. As a group, these students have at least three characteristics that put them at risk: interrupted schooling due to migration, limited English proficiency, and low academic achievement. The district provides a variety of instructional, health, and support services to migrant students aged 3-21 and their parents. This packet compiles various materials describing the district's programs and services. The district's education plan for 1994-95 identifies areas of highest need (language development, mathematics achievement, preschool and early intervention, dropout prevention, and dropout recovery), and outlines objectives, activities, and evaluation plans for instruction in basic and advanced skills, services to preschool children, dropout recovery for 18- to 21-year-olds, and summer school instruction. Bar charts and data tables detail enrollment and numbers of high school graduates 1983-94. Also included are 19 profiles of exceptional local, state, and national programs for migrant secondary students, preschool students, and parents. (SV)

**EMPOWERING STUDENTS AND THEIR FAMILIES TO SUCCEED
THROUGH INNOVATIVE, DIVERSE, AND CHALLENGING
EDUCATIONAL PROGRAMS**

A Presentation Made at the
1995 National Migrant Education Conference
March 28, 1995
Boston Park Plaza, Boston, Massachusetts
"Success in School...We are the difference!"



By

Paul Nava, Director, Migrant Education, Region XI

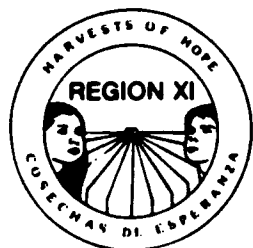
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MIGRANT EDUCATION



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REGION XI

Pajaro Valley Unified School District

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REGION XI MIGRANT EDUCATION PROGRAM,
PAJARO VALLEY UNIFIED SCHOOL DISTRICT
WATSONVILLE (CALIFORNIA)

Background

In the authorization of the Migrant Education Program (MEP) as part of Title I of the Elementary and Secondary Education Act, amended by Chapter 1 of the Education Consolidation and Improvement Act (P.L. 97-35), Congress recognized that special factors interfere with migrant students' ability to obtain an equitable education. Migrant students face some problems-- particularly, discontinuity in instruction because of great mobility-- that may not be shared by other disadvantaged children. Any definition or application of effective practices for migrant students must take such differences into account.

A Profile of Migrant Students

Approximately 6,300 students are served by the Chapter I--Migrant Education Program during the regular school year and 4,400 are served during the summer school program; of these, 99 percent are Hispanic, and 1 percent are of other or unspecified race. Of the students served by the program, 47 percent are currently migrant, meaning that they have moved across school district lines at least once during the past 12 months; the other 53 percent are formerly migrant, meaning that they have moved across school district lines at least once in the past 5 years but not within the past 12 months.

Regional Strategies for Serving Student Needs

The Migrant Education Program is a major provider of instructional services to students whose schooling has been interrupted and who need to learn English as a second language. In the current climate of educational reform attention is being focused on children and youth who may be "at risk" of not profiting from school as much as possible or of failing and dropping out altogether.

As a result of analyzing test data from 1993/94 on CTBS and SABLE, our migrant students have at least three characteristics that make them one of the groups of children and youth at risk. First, migrant students by definition, have had their schooling interrupted because of moves; second, many migrant students are not fluent in the language of the school; and third, as a group, migrant students' academic achievement is low. It appears that there is no significant differences in test results between current and former migrant students and the majority of migrant students in our region are classified as LEP.

Our program has been designed to assist migrant students in overcoming these obstacles to succeed in school. We feel that in an effective program, students participate within the regular classroom in interactive groups. Collaboratively, they produce individual and group products which are designed to build their skills in communication, both orally and in writing.

Migrant Education students need to be perceived as capable and worthy. When students are actively engaged in meaningful tasks, they are motivated by devices far more powerful than controlling activities such as "quiet work" (work sheets), assertive discipline, or segregated pullout programs.

As a result of our finding, we will do the following: assist the schools in establishing classroom setting where the greatest possibility of success exists for migrant students. Avoid pullout and keep the migrant instructional staff in the regular classroom; provide students with opportunities to work together and encourage base program staff to eliminate tracking and ability grouping; and involve students in collaborative problem-solving and critical thinking activities in which outcomes depend on the collective efforts of the group.

Services for 3/4 Year Old Students

Additionally, Region XI provides the following programs, activities and strategies for meeting the needs of 3-4 year old students throughout the year:

- * 3-4 year-old students - The Migrant Program enrolled 355 pre-school students this summer in the regular summer school program. Each student received 240 minutes of instruction for 30 days. We are continuing to offer this program next year because it has served as an excellent model for preparing students for the regular school program.

- * Through the Literatura Infantil program we intend to reach approximately two hundred parents of pre-school children. These programs will be offered at several school sites, housing projects, and at Buena Vista, Murphy's and San Andreas camps to make it possible for migrant parents to attend a program nearest their home. The Literatura Infantil is a program especially developed to assist the 3 and 4 year-old students through parent education.

- * Migrant Headstart/Children's Center - We are assisting them with identification and recruitment for their programs. We are also providing them with all the necessary paperwork needed to verify eligibility for their programs including home visits.

Region XI, Migrant Headstart and Special Education programs are working cooperatively to insure that 3 and 4 year old students are receiving appropriate services since the new regulation also applies to them.

Programs for Secondary Students

Region XI's Migrant Program is providing and coordinating the following programs for secondary students:

1. Assisting Youth Undergoing Dropout Experiences (A.Y.U.D.E.)
2. Portable Assisted Study Sequence (P.A.S.S.)
3. Advancement Via Individual Determination (A.V.I.D.)
4. Paraprofessional Undergraduates Providing Individualized Learning Services (P.U.P.I.L.S.)

5. Close-Up - A program for New Americans
6. Second Opportunity for Students (S.O.S.)
7. Independent Study Program - follow State Guidelines
8. Adult Education - Enroll student concurrently with base program
9. Center for Employment Training (C.E.T.) - enrolling students in this program
10. Aspiring Bilingual Educators (ABLE)
11. Community Colleges - coordinating programs with community colleges
12. Cabrillo College/PVUSD Migrant Summer School Program
13. Regional Occupational Programs (R.O.P.s) - enrolling students in R.O.P. classes
14. Outside Work Experience Program - (O.W.E.) Place students on O.W.E. who need high school credits or are in the process of dropping out of school, or need financial assistance
15. Cooperative program among YWCA, Girl Scouts, E. A. Hall, and Pájaro Middle and High Schools to provide training to migrant students in interview skills, job application completion, employment requirements, etc.

Finally, use combination of the above programs to meet the needs of our mobile population. The most important point to consider is not to become the instructional program for migrant students rather make the District responsible for the students. Make sure that the district take the responsibility for instructing all students.

Migrant Education Supplementary Teachers

The migrant education program staff confers regularly with the base program staff; to advocate for migrant students; to ensure optimum educational opportunities; to address migrant students' needs in the area of drop-out intervention; to address migrant students' need in the area of college entry; and to provide a comprehensive supplementary counseling and support to migrant students.

Health Services

Our main goal is to increase and improve health services available to our migrant students, enabling them to optionally participate in the educational process. Migrant health services are coordinated with the district health services to eliminate duplication and remain supplementary. The health staff receives referrals from both school

staff and parents, and work with a network of health service providers including the county health department, local community health agency, and individual health providers in the community to serve the migrant students and parents.

The health service component is designed to be fairly open regarding what can be done, e.g., paying for glasses, medical care, dental checkups. Most of the component's funds are spent on dental care (70 percent of the total) because it is the most costly need. There is a lot of gum disease and some cavities with recent arrivals from Mexico. Students who have been in the country for some years have more problems with tooth decay. There are also many preschool and kindergarten children who suffer from tooth decay as a result of prolonged bottlefeeding.

For the past two years Cabrillo College Dental Hygiene Department has held Saturday clinics in cooperation with the migrant program. The program has bussed approximately 150 children to the college where the clinic provides dental education, cleaning, fluoride treatments, X-rays, and tooth sealants. (It also gave the students a chance to see the college.) The migrant health staff worked with the local health department to submit a proposal to the Greater Santa Cruz Community Association for 16 volunteer dentists to work in the Cabrillo College Dental Hygiene Department so that it can be used for dental work for the migrant students.

Parent Education and Involvement

The Migrant Education Program has six very strong and active parent education and involvement components. The Parent Advisory Committee (PAC) has a monthly average attendance of sixty-five (65) parents and the Literatura Infantil, Home-School Partnership, Visions Compact Disc-Interactive (CD-I), Outreach Library and Family Enrichment programs are very successful programs in many of our schools.

The Home-School Partnership Training for Migrant Parents is a support program for parents with children in middle, junior and secondary schools. This training takes the widespread research on the relationship of the home to child's school success and translates it into practical action on how to build strong home educational support for children.

Parents are helped to recognize the great influence they have on their own children. They are provided opportunities to understand how their attitudes about school, learning and achievement are transferred to their children.

The Visions CD-I Program is a multimedia educational program which provides migrant parents and their children the opportunity to improve their literacy skills through the use of compact discs, videos, and books.

The Literatura Infantil Program is a cooperative relationship between the Migrant Education Regional Office and the school district to meet the needs of migrant children. The Literatura Infantil Program puts an emphasis on the migrant child (pre-k to 2nd) and the parents. It provides an avenue for parent and child to develop a sense of self-esteem, and an opportunity to catch up if they have been left behind because of their migrant status.

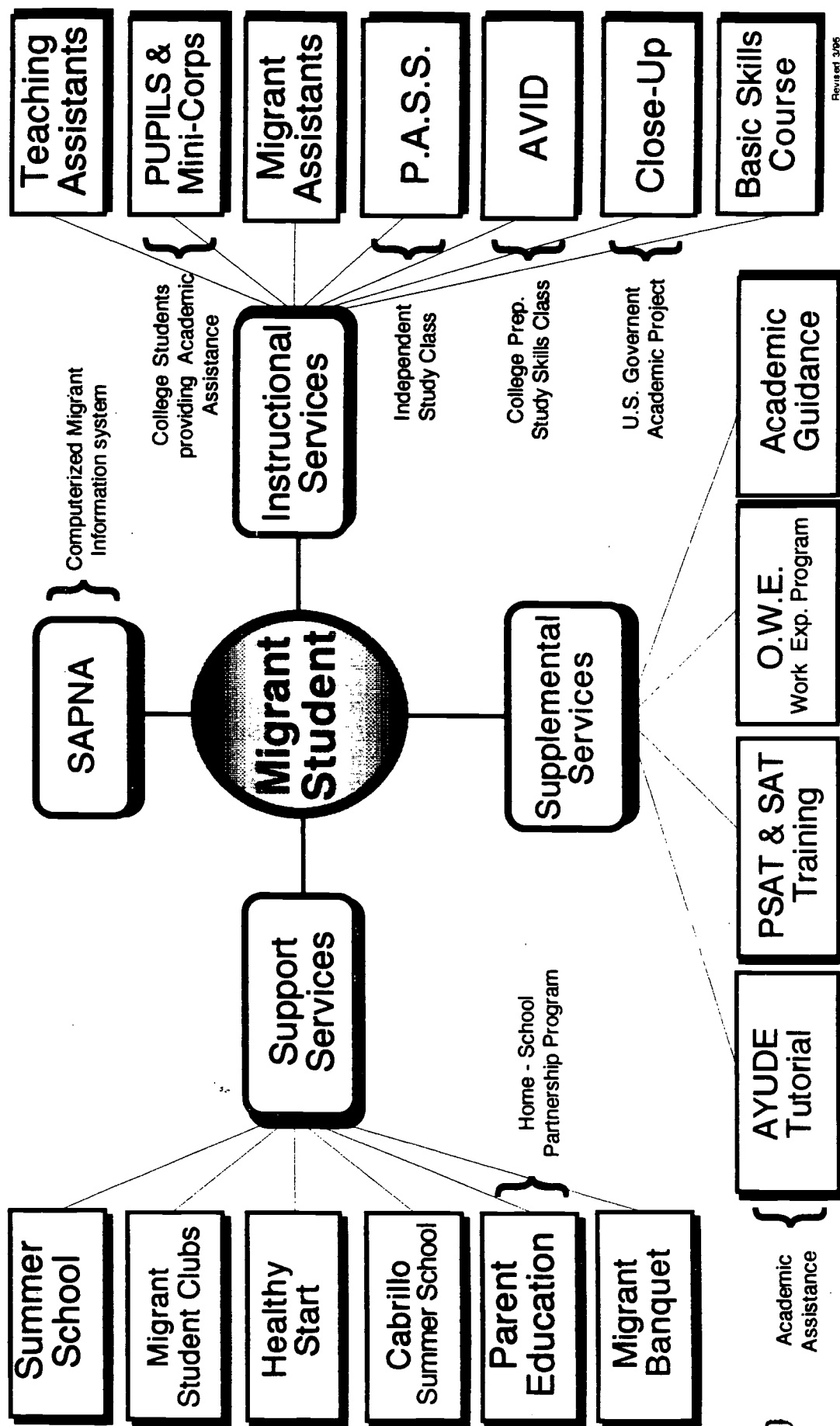
The Program attempts to provide a positive atmosphere and open lines of communication between parent and school. Neither is threatened by the other, assumptions are dissipated and there is less alienation from the education system. There is a sense of caring from the school and from the parents and children.

The Program provides for parent involvement and emphasizes the point that the children's first and most influential teachers are parents. Parent education is perhaps the most cost effective intervention available at school. For the individual parents are not the only ones that learn; they take their knowledge back to their children. While it may seem that you are only touching one or two people, in fact you are probably touching four or five kids as well!



Migrant Services

Pajaro Valley Unified School District
Region XI
Watsonville High School Aptos High School

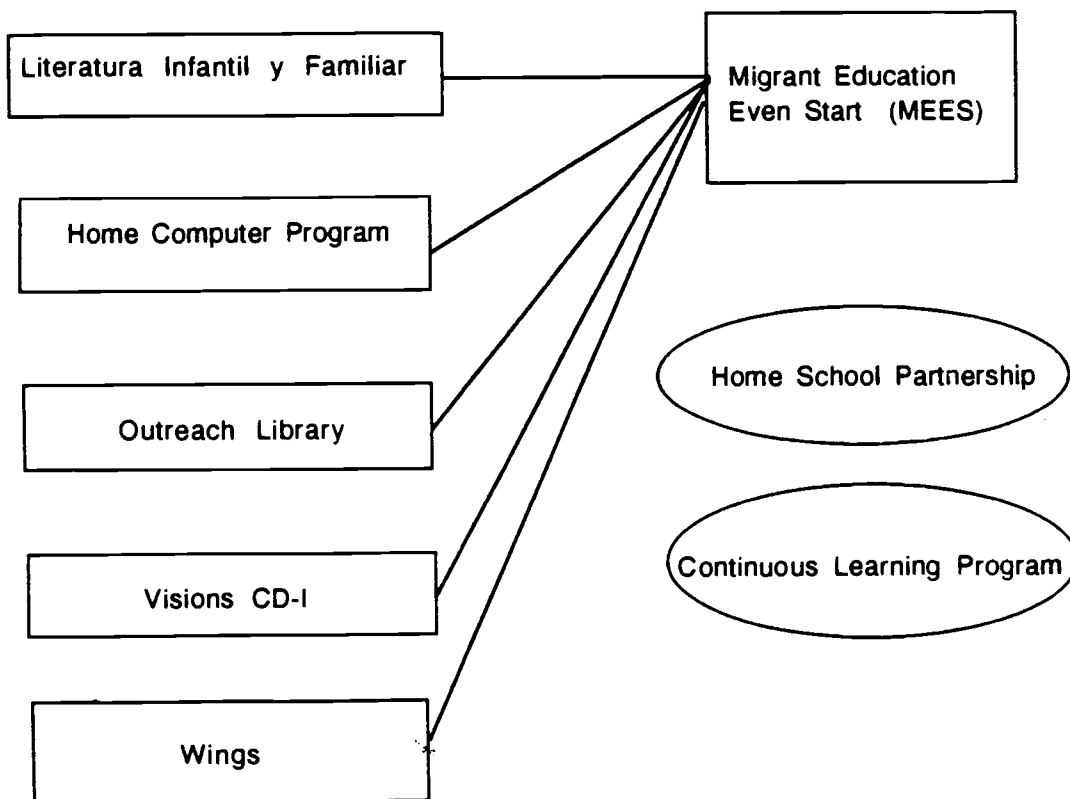


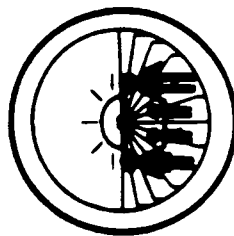
MIGRANT EDUCATION - REGION XI



PARENT EDUCATION AND INVOLVEMENT PROGRAMS

1994-1995





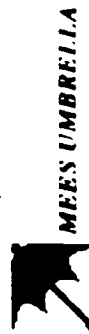
PAJARO VALLEY UNIFIED SCHOOL DISTRICT MIGRANT EDUCATION REGION XI

MEEs 1994-1995

Outreach Library
Computers
CD-I
Wings

MEEs Pre-school classroom
(Center based program)
H.A. Hyde Elementary
20 families

13



MEEs UMBRELLA

Literatura Infantil y Familiar SUMMER SCHOOL 1994

200 families
12 Elementary Schools
Alianza
Amesti
Calabasas
Freedom
Hall District
H.A. Hyde
Mac Quiddy
Mintie White
Ohlone
Salsipuedes
Starlight
Valencia

Migrant Headstart
Special Services

4 Summer School Sites
Salsipuedes
Ohlone
H.A. Hyde
Alianza

300 Children
8 Base Teachers

8 Migrant Teacher Assistants
16 Migrant Parent Teacher Assistants

Computers in the Home
Salsipuedes & Ohlone School
28 Families Total

WINGS

H.A. Hyde & Alianza School
18 Families Total

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Pájaro Valley Unified School District
Education Plan
1994/95

Migrant Education Program Priorities

District Purpose: To provide quality schools for today's children

Goal I: To analyze the regional data and determine which program areas are of the highest need level as indicated by the most critical data.

The California Department of Education, Migrant Education, and Region XI have identified the following program priorities as a result of studying Student and Program Needs Assessment (SAPNA) data at the state and local levels.

1. **Language Development**
Based on reading achievement data and overall language proficiency data (speaking, writing).
2. **Mathematics Achievement**
Based on achievement test scores and proficiency examination results.
3. **Preschool and Early Intervention**
The number of 3-4 year olds identified at the regional and/or district level determines the extent of need for working with this age group and their parents.
4. **Dropout Prevention/Intervention**
Priority indicators come from a variety of data sources including attendance, grade/age placement, language proficiency, achievement scores, grade point average, proficiency test results, credit accrual, and college track placement.
5. **Dropout Recovery**
The number of eligible migrant students ages 18-21 years old identified at the regional and/or district levels and who have not received a high school diploma determines the extent of need for working with this age group and their parents.

OVERALL PROGRAM PLAN: OBJECTIVES AND ACTIVITIES

Instruction in Basic and Advanced Skills

The California Migrant Education Program is a supplementary/compensatory education program designed to meet the needs of all migratory students by implementing programs through the regions and operating agencies in California. The instructional programs address improvements in basic and advanced skills which include "reasoning, analysis, interpretation, problem-solving, and decision-making as they relate to the particular subjects in which instruction is provided." The regions will develop and submit for CDE approval a program plan based on available data from the statewide needs assessment and from other relevant sources such as the district base program in order to provide the supplemental instructional services justified by the data.

OBJECTIVE: By June 1995, current and former migratory students participating in Region XI's Migrant Education Program will gain at least 3.0 average NCE in reading, language and math achievement test scores through supplemental instruction in basic and advanced skills.

EVALUATION: Multiple assessment results from SAPNA, Ecomp/TR (Chap.I), and other sources of data for Region XI will be the basis of objective measurement. These reports contain results of matched pre and post testing in the areas of language, reading, and mathematics as well as scores resulting from other forms of assessment.

SUPPLEMENTAL INSTRUCTIONAL ACTIVITIES: As indicated below, the Region assures that supplemental instruction will be implemented for all eligible migrant students demonstrating a need for more strategic assistance, remedial, or enrichment in the specified instructional areas.

LIST OF ACTIVITIES:

Advancement Via Individual Determination (AVID)

Cabrillo College/PVUSD Migrant Summer School Program

Family Enrichment Program (Computers, Reading, Writing, Math)

Outreach Library (Video, Reading, Writing, Math)

Assisting Youth Undergoing Dropout Experience (AYUDE)

Paraprofessional Undergraduate Providing Individualized Learning Services (PUPILS)

**SERVICES TO 3 AND 4 YEAR OLD MIGRANT STUDENT
(MEES and Other Preschool Programs)**

Regional migrant services to preschool children will prepare them for entrance into elementary school by providing appropriate educational programs and parenting skills programs to their parents. Three and four year old students and their parents will be better prepared for the child's entry into formal schooling.

OBJECTIVE: By June 1995, there will be a 2 per cent increase in the number of preschool students between 3 and 4 years old receiving services from MEP.

EVALUATION: The June 1995 SAPNA data will be the basis for determining objective achievement. The 1995 SAPNA data will be compared to the 1994 data.

LIST OF ACTIVITIES

Migrant Education Even Start - Literatura Infantil

Migrant Education Even Start - Center Based Program

Summer School Program for pre-kinder children

Family Enrichment (Computers, Reading, Writing, Math)

W.I.N.G.S.- Is a program that empowers parents to actively facilitate their child's development.

MIGRANT STUDENT AND 18-21 YEAR OLD DROPOUT RECOVERY

To reduce migratory student dropouts in California the region will develop, disseminate and/or implement strategies to districts in order to increase high school graduation. The strategies will focus on the causes of dropping out such as retention, absenteeism, low GPA, language development, self esteem, credit accrual, etc.

OBJECTIVE: By June 1995, a 2 per cent increase in the number of 18-21 year old eligible migrant youths who re-enter school as indicated by 1994-95 Profile Data or enroll in alternative programs leading to a high school diploma.

EVALUATION: Counts and percentages from the June 1995 SAPNA data will be compared to the June 1994 SAPNA data to determine if regional efforts are affecting drop out rates.

LIST OF ACTIVITIES

Portable Assisted Study Sequence (PASS)

Adult Education

Center for Employment Training (CET)

Outside Work Experience Program (OWE)

Second Opportunity for Students (SOS)

Assisting Youth Undergoing Dropout Experiences (AYUDE)

SUMMER SCHOOL INSTRUCTION TO MIGRANT STUDENTS

The region will provide service to an estimated 3,769 migratory students during the summer of 1995. This service will be implemented either by MEP supplementing existing summer school programs with instructional staffing and materials or through summer programs operated completely by MEP. In addition, where feasible Continuous Learning Programs are implemented.

OBJECTIVE: By the end of August 1995, 60 per cent of the current and former migratory students identified as needing instructional services will have participated in summer instructional programs conducted by the Migrant Education Program.

EVALUATION: Enrollment counts will be collected from the districts or region regarding the number of students who start and complete summer programs. The source of the data will be the MSRTS.

SUMMER, 1995

Elementary:

- A. Priority #1: To increase the academic expectation of migrant students.
- B. Desired Outcome(s): To inspire migrant students to follow a University career.
- C. "Science, Math, and Technology"
- D. Approximately 3,769 migrant students will be enrolled for the 1995 summer school program at Alianza Elementary School, Salsipuedes Elementary School, Ohlone Elementary School and H.A. Hyde Elementary School. Of the 3,769 migrant students to be served, 291 are pre-school students enrolling in kindergarten in the fall of 1995. Pre-school migrant instructional programs will be implemented at the San Andreas and Murphy camps and at Alianza, H.A. Hyde, Ohlone, and Salsipuedes during the summer. These programs will be an extension of the regular school year programs conducted at these sites.

The central instructional theme for the five elementary schools is "Science, Math, and Technology." Each teacher at every school and at every grade level will use this theme integrated with other academic content areas to promote English Language Development; emphasis is placed on reading and writing. This program also encourages study habits that inspire students to pursue a college career.

SUMMER SCHOOL INSTRUCTION TO MIGRANT STUDENTS

PROGRAM DESCRIPTIONS (Cont'd.):

High School:

Desired Outcome(s): Migrant students will receive the necessary core course credits required for graduation.

Approximately 494 migrant students, grades 9 - 12, will be enrolled in 10 migrant supplementary bilingual core courses. The courses have been selected for those migrant students who are:

1. Unable to enroll in these classes during the regular school year.
2. Require these classes for graduation.
3. Failed these courses during the regular school, and must successfully complete them during the summer.

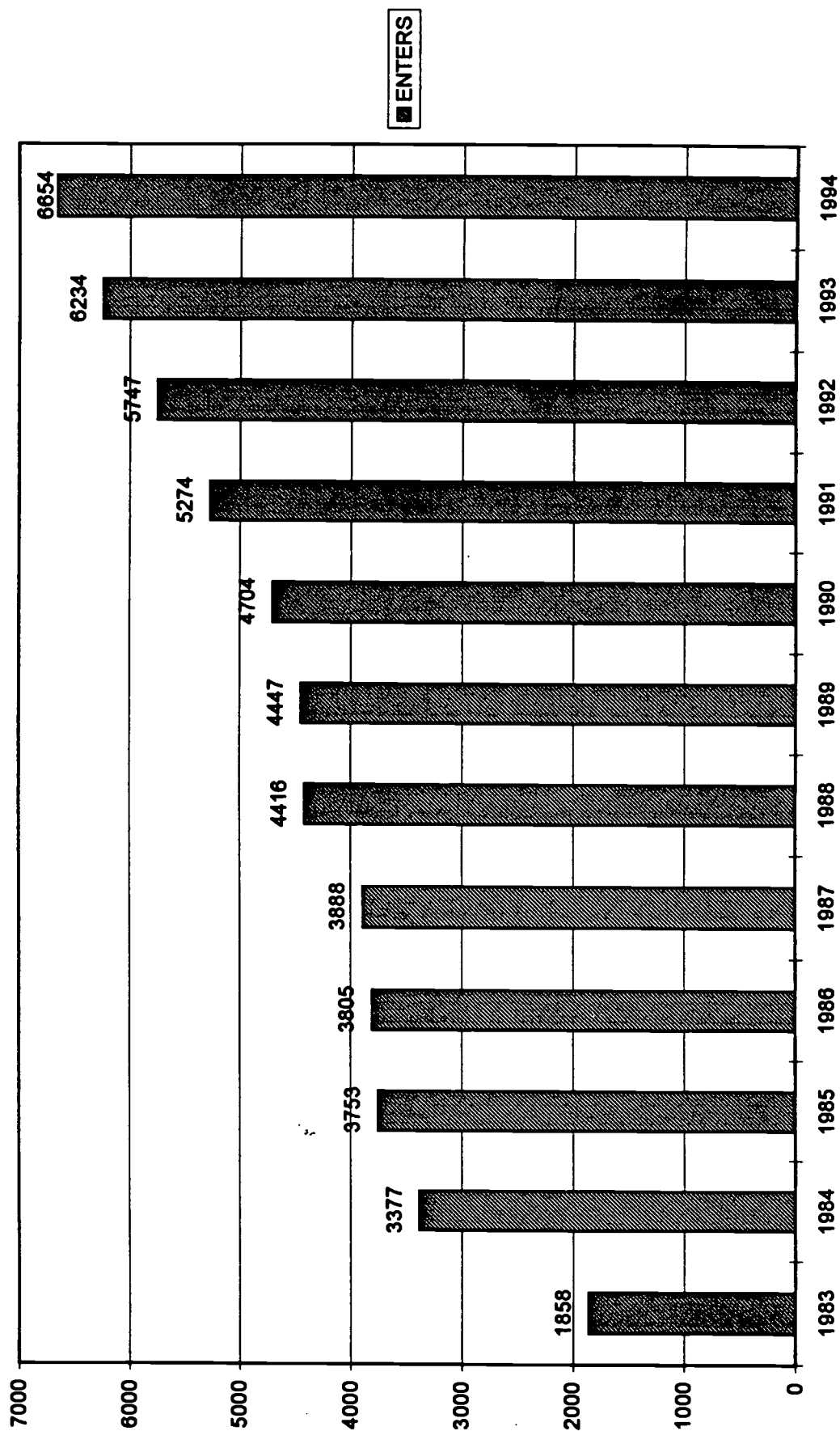
These classes are taught at the high school by 8 certificated bilingual teachers for 4 hours per day for 30 days.

Other programs to be offered during the summer are P.A.S.S., Cabrillo College/PVUSD Migrant Program, Close Up, Adult Education, and Outside Work Experience. The P.A.S.S. program is minimal, offered as an alternative to obtain credit mainly for its lack of face-to-face instruction between student and teacher. The Outside Work Experience program will provide for 60 students, 20 hours per week, and increase of 5 hours weekly per student.

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**The Changing Demographics of
Migrant Students
Pajaro Valley Unified School District
Region XI**

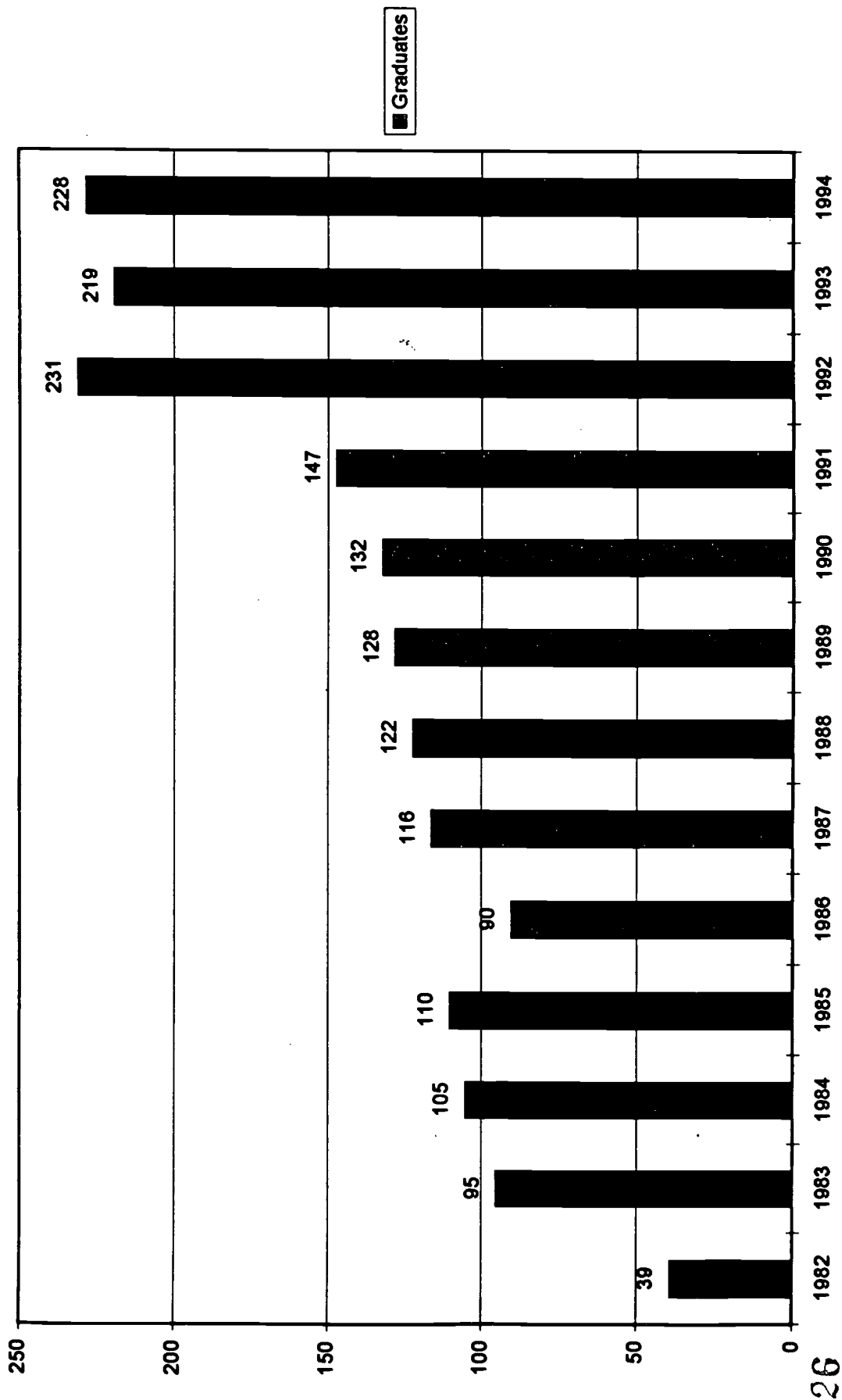
**REGULAR SCHOOL ENROLLMENT
PAJARO VALLEY UNIFIED SCHOOL DISTRICT- MIGRANT EDUCATION REGION XI**



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT - MIGRANT EDUCATION REGION XI
AVERAGE YEARLY ENROLLMENTS BY SCHOOL**

SCHOOL	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
Adult Ed	7	9	35	48	77	16	12	61	26	120	13	14
Alianza	239	251	248	257	290	264	251	260	291	274	331	318
Amesti	141	104	104	92	109	102	125	141	135	157	204	251
Aptos Jr.	14	17	29	32	35	33	46	42	39	38	33	35
Aptos High	14	12	14	15	22	60	104	184	287	373	385	425
Aromas	38	43	40	42	38	51	49	52	0	0	0	0
Bradley	38	48	30	33	37	31	23	35	19	22	7	6
Calabasas	93	122	126	109	141	143	120	194	181	173	212	241
E.A. Hall	207	282	263	346	409	366	420	431	381	442	521	575
Freedom	277	318	292	295	367	366	369	259	254	260	265	357
H.A. Hyde	166	177	193	204	208	232	184	339	328	334	329	349
Hall	291	270	284	304	316	307	371	429	361	408	393	399
Mac Quiddy	228	271	280	217	223	232	200	230	263	283	309	322
Mar Vista	63	75	78	49	54	57	42	35	29	23	27	25
Mintie White	216	251	243	245	225	213	195	199	176	209	273	294
Ohlone						265	262	335	365	377	366	419
Pajaro	392	414	371	351	424	211	225	215	264	233	345	391
Renaissance	3	5	9	7	12	22	14	44	27	58	41	45
Rio Del Mar	4	17	21	17	12	9	6	10	10	9	10	6
Rolling Hills	115	121	179	297	304	273	361	314	377	428	507	547
Salsipuedes	180	215	205	237	283	291	334	352	329	310	375	365
Starlight							95	184	169	219	241	278
Valencia	67	76	79	71	86	98	86	88	71	80	97	103
Whs	584	655	682	620	744	805	810	821	892	917	950	903
TOTAL	3377	3753	3805	3888	4416	4447	4704	5254	5274	5747	6234	6668

MIGRANT HIGH SCHOOL GRADUATES
PAJARO VALLEY UNIFIED SCHOOL DISTRICT - MIGRANT EDUCATION REGION XI



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**PAJARO VALLEY UNIFIED SCHOOL DISTRICT
MIGRANT EDUCATION REGION XI
SUMMER SCHOOL 1994**

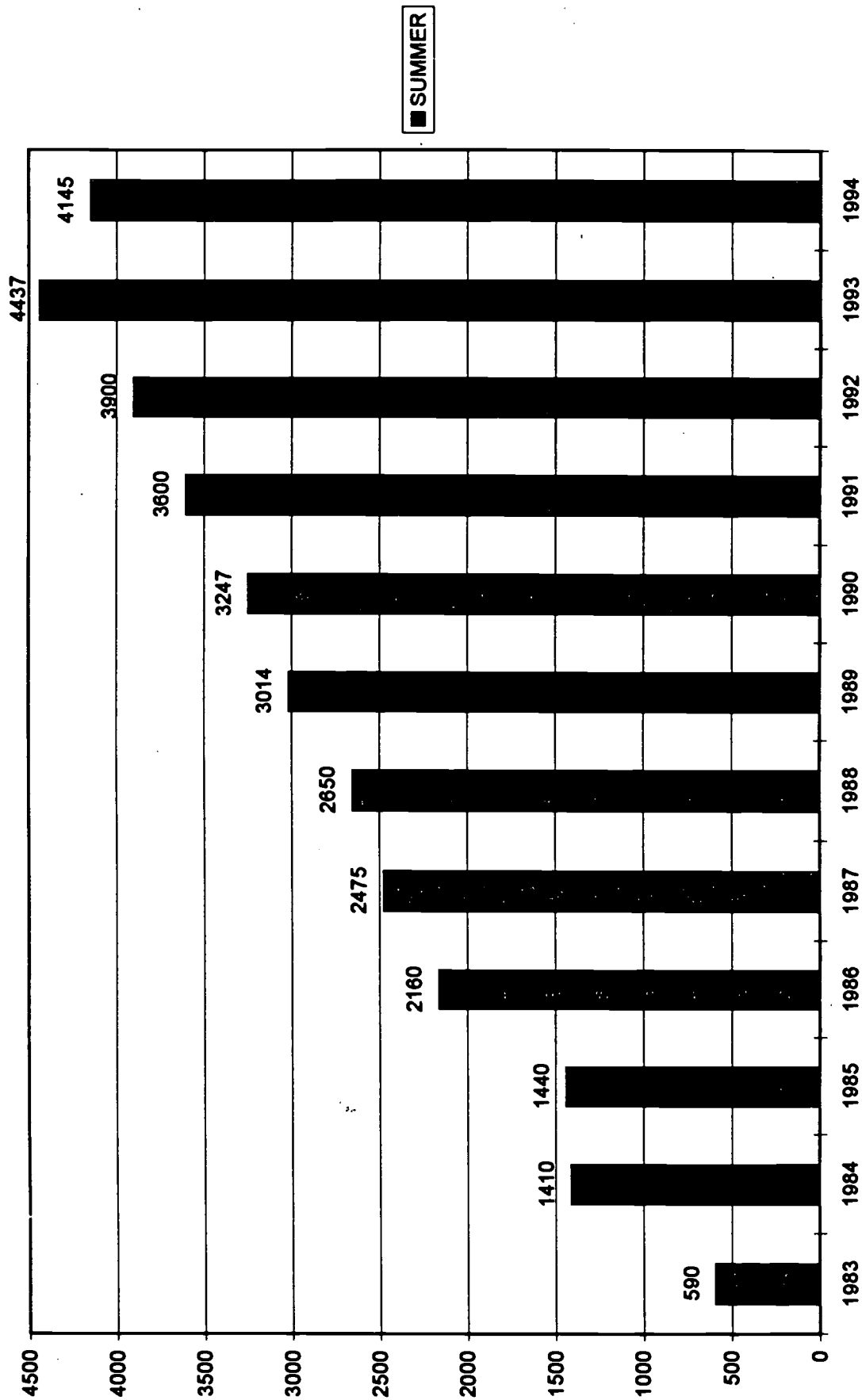
SUMMER SCHOOL - PK THRU 5TH	STUDENTS ENROLLED
AMESTI	519
FREEDOM	511
MINTIE WHITE	742
OHLONE	570
CALABASAS	51
MAC QUIDDY	25
TOTAL	2418

SUMMER SCHOOL - 6TH THRU 12TH	STUDENTS ENROLLED
PAJARO	369
WATSONVILLE HIGH	477
TOTAL	846

SPECIAL PROGRAMS	STUDENTS ENROLLED
BOY SCOUTS	142
GIRL SCOUTS	299
PENNY CLUB	72
LEADERSHIP	160
CABRILLO - APTOS	22
CABRILLO - WATSONVILLE	13
CONTINUOUS LEARNING	173
TOTAL	881

GRAND TOTAL	4145
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MIGRANT SUMMER SCHOOL COUNT
PAJARO VALLEY UNIFIED SCHOOL DISTRICT - MIGRANT EDUCATION REGION XI



Abstracts
of
Exceptional Secondary,
Parent Education
and
Preschool Programs



A.B.L.E **Aspiring BiLingual Educators**

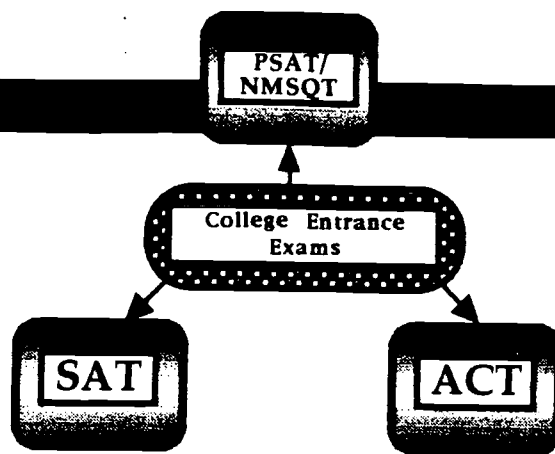
Children who migrate throughout their academic career encounter several barriers. One of these is language and another is the underdevelopment of academic skills. A migrant student's school attendance depends on the season, and because of this, semesters are not completed. Holistically, the student's learning becomes a patchwork of incomplete semesters from different schools. This is problematic in elementary, and becomes most detrimental during high school, when a student is required to complete credits and graduation requirements. Often a migrant student struggles to complete what is required to receive a high school diploma, and it's a rare pleasure when one does well enough to go on to a four year university. Because of this Region XI, in conjunction with the newly opened California State University Monterey Bay (CSUMB), created the Aspiring BiLingual Educators (A.B.L.E) program.

This innovative program will for the first time during the '95-'96 school year give 30 Region XI migrant students the opportunity to attend a four year university after high school. This program is specifically designed to give students who haven't completed the necessary requirements, but demonstrate the potential to succeed within the appropriate academic structure, the opportunity to attend a California State University. The students will enroll in a carefully structured undergraduate program for a degree in Liberal Studies with an emphasis in Bilingual education. Upon completion of the four year baccalaureate, the student will continue at CSU Monterey Bay in their multiple subject teaching credential program. While attending CSUMB the selected students will receive school provided tutorial services and other academic support.

The students will also be provided with a living structure that will help ease the separation from home. The 30 students will be housed together in a compound of suites enabling them to live with their peers.

By participating in A.B.L.E the student will receive a complete financial aid packet, which include tuition, room and board. In return for this, the students are in agreement to return a five year service (the equivalence of five years of financial aid) as a Bilingual educator to the State of California. If for some reason a student does not complete the program, he or she will be responsible to repay with services as a paraprofessional with one of the migrant education educational services (i.e., Mini-Corps, Pupils) for the amount of financial assistance received (for example, 2 years of financial aid will equal 2 years of services).

The A.B.L.E program is a two-fold blessing for the State of California; promising students are given the opportunity to study at a four year university, and secondly, California will in the year 2000 receive the services of the first 30 bilingual teachers to pioneer and graduate from this program.



College Entrance Exams: PSAT SAT ACT and the College Admission Essay

The summer program was created as a solution to the lack of migrant students taking the SAT and ACT. Most were afraid to take the exam due to lack of knowledge of the exam. They felt unprepared and unable to compete with other students taking the exam. Another area of need that was brought to our attention in which students were having difficulty is in writing an acceptable college admission essay. Thus, the summer program addresses this issue as well.

This is a summer program designed to prepare migrant students, especially those whose primary language is not English to: 1) score high on PSAT, SAT or ACT and 2) write an effective college admission essay. It is a two-week long program in which students take a practice exam at the beginning and at the end of the program to monitor their progress. Students will also be expected to keep a journal in order to strengthen their writing skills. This journal will be used to create a skeleton outline of their college essay. By the closure of the program each student should have a working draft of their college admission essay.



Close Up Program for New Americans

A program to increase civic competence among
new American students

Why a program for new Americans?

The influx of immigrants in recent years has dramatically altered the profile of student populations in many of America's schools. School districts are challenged to meet the educational needs of newly-arrived immigrant students--which include the citizenship skills necessary for access to America's mainstream of opportunity.

What is the Close Up Program for New Americans?

The Close Up Program for New Americans supplements school districts' instructional offerings that promote comprehensive civic literacy. Through hands-on government studies and civic service activities, the program helps students acquire the knowledge, skills, and confidence needed to become effective citizens.

Participants explore the democratic process in their home states and in Washington, D.C., and then are encouraged to contribute to their schools, communities, and country--recognizing the positive qualities they bring as new Americans.

Who can participate?

The Close Up Program for New Americans is designed for high school students who have recently immigrated to the United States and who are in the tenth and eleventh grades. The program is geared to those students, regardless of country of origin, who, having acquired English language proficiency, need greater understanding of American cultural and political traditions.

Teachers from a variety of educational disciplines who are especially sensitive to the students' learning needs will coordinate program activities throughout the school year.

How is the program conducted?

The Close Up Program for New Americans is conducted in three parts. They impart an understanding of effective citizenship and participation at every level of government.

Part I takes place in the students' own community, and orients participants to the democratic process, and current issues to help them prepare for the Close Up Program in

20 Years of Education for Democracy

44 Canal Center Plaza Alexandria, Virginia 22314 (703) 706-3300

Washington, D.C. It may include field-trip activities that examine local and state governments and issues.

Part II includes a week-long program in Washington, D.C., involving a series of Close Up seminars, workshops, and study tours, especially tailored for new American students. The program focuses on the basic concepts underlying American democracy, particularly the fundamental ideas embodied in the U.S. Constitution. Students explore the role of the federal system as a unifying force in our pluralistic society, and the rights and responsibilities of American citizens. Participants also learn about the civic contributions of Americans from diverse cultural and ethnic backgrounds.

A parallel program for teachers provides professional development resources and opportunities to share their common concerns with colleagues from across the country.

Part III encourages students and teachers design and conduct school and community service projects. These may include peer counseling, "bridge-building" intercultural exchanges, student-voter registration, helping adults to study for naturalization tests, or other civic service activities.

What resources does the program provide?

Close Up defrays some costs by making available fellowship funds for students and teachers.

Additional Foundation resources include grants for community-based programs or activities as well as access to Close Up publications and telecommunications expertise.

When is the program held?

The New Americans Program is conducted on a continuous basis throughout the school year. The Washington, D. C., component of the program takes place during the Winter, Spring, and Summer months.

What is Close Up?

The Close Up Foundation is a nonprofit, nonpartisan educational foundation dedicated to encouraging citizen participation in government. The Foundation is not affiliated with any branch of government, political party, or interest group. Since 1971, nearly 250,000 students, educators, and others have traveled to Washington to participate in the programs offered by Close Up.

For more information on the Close Up Program for New Americans, call 1-(800)-336-5479

**Close Up Foundation
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ADVANCEMENT VIA INDIVIDUAL DETERMINATION
(A.V.I.D.)

Purpose: The purpose of an AVID (Migrant) class is to increase the number of college eligible youth. The program is designed to overcome the ethnic and economic under-representation in the student population eligible for admission to the University of California and the State College systems.

Goal: The goal of AVID is to educate the "whole student." AVID is a middle school through senior high school program to prepare students most under-represented in post secondary education for four year college eligibility. AVID is an academic, regularly scheduled elective class based on "writing as a tool of learning," collaborative grouping, and inquiry method. The three main components of the program are academic instruction, tutorial support, and motivational activities.

Students: AVID students are usually 9th and 10th grade minority "at risk" underachieving students with high academic and four year college potential. Participating students should have an approximate GPA of 2.0 or better; they should have a satisfactory school attendance; and a satisfactory citizenship record. Students should have good work habits, and be willing to commit themselves to a minimum of two hours of homework each night.

Student Selection: Students are selected based on the above criteria and upon teacher or counselor recommendation.

Staffing: Coordinator/Teacher, Mini-Corps students, and University students as tutors.

Program: The AVID program consists of a regularly scheduled elective class for 5 credits per semester, and class meets 5 days per week. Students should remain in the AVID program through high school.

Objectives:

A. To increase test scores, norm reference tests, SAT, PSAT, and overall GPA

B. Enrollment in college preparatory courses, satisfactory citizenship and attendance, maintenance of AVID binder with daily notes and completion of homework.

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C. Writing based curriculum, writing based activities, and note taking skills.

D. College entry skills.

Course Outline:

AVID teacher will provide instruction to students in lessons derived from maximum competence materials, originally developed collaboratively in AVID by high school and college instructors. Instruction is offered in note-taking, study skills, test taking, time management, SAT and college entrance/placement exam preparation, effective textbook reading, and library research skills. Students receive extensive help in preparing college applications and financial aid forms. Guest speakers from educational institutions and the business community should also be invited to participate. Educational and cultural field trips should also be included. Parental participation in support activities should also be a component of the program.

Teaching Methods Involved:

1. Cooperative learning
2. Cornell note taking system
3. Individual learning
4. Parent component

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**Paraprofessional Undergraduates Providing Individualized Learning
Services
P.U.P.I.L.S.**

PROGRAM DESCRIPTION:

Paraprofessional Undergraduates Providing Individualized Learning Services is a program sponsored by the Pájaro Valley Unified School District Migrant Education program, with the full support and cooperation of the University of California at Santa Cruz and Cabrillo College.

While attending the University of California at Santa Cruz or Cabrillo College, participants will:

- experience working with migrant students in the Pájaro Valley Unified School District
- be able to adjust work schedules around class hours
- earn \$7.00 per hour (12-15 hrs per week)
- benefit from training in teaching and counseling techniques
- receive feedback and coaching from professionals in the field
- be formally evaluated as to performance and progress in the program
- profit from regular Cabrillo and U.C.S.C. services in academic guidance and career counseling

Its purpose is to help future BILINGUAL/BICULTURAL educators pursue goals and careers in education.

EVALUATION:

- A. Migrant Education resource teachers will provide direct supervision of paraprofessionals in the classroom.
- B. Migrant Education resource teachers will monitor attendance.
- C. Migrant Education resource teachers will evaluate paraprofessionals' performance and make recommendations regarding future placements.

SELECTION PROCESS:

- A. Develop criteria for selection
- B. Interview candidates
- C. Select candidates

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WHAT IS P.A.S.S.?

Portable Assisted Study Sequence is a secondary education credit accrual program for migrant students. It provides students an opportunity to earn course credit through a semi-independent study program. Students are enrolled in the P.A.S.S. Program if they have failed a required graduation requirement and/or are credit deficient. Course credits are issued through Roosevelt High School of Fresno Unified School District which is accredited through the Western Association of Schools and Colleges.

HOW DOES P.A.S.S. WORK?

P.A.S.S. provides portable self-contained learning packets. Students complete five unit activity booklets and tests for each semester course. Each semester course consists of a packet of five units of student study activity booklets, a test for each unit, a teacher's contact manual and supplementary books of materials. Scantron tests are sent to Fresno for grading along with the grade given for work completed in the activity booklet. The tests that accompany each course are graded in the P.A.S.S. office by qualified certificated personnel. Transcripts for completed work are sent to Watsonville High School and become part of the student's permanent record. Credits have been approved by various accreditation associations for secondary schools. Students are able to earn full or partial credit. They can make up course deficiencies or work towards graduation requirements.

WHICH COURSES ARE OFFERED THROUGH P.A.S.S.?

P.A.S.S. offers a myriad of required and elective courses. Some of these courses are in the subject areas of English, Social Studies, Science, Math, Drivers Education, Health and Art. A few college prep classes are offered for those students seeking the college prep track.

WHO DETERMINES ELIGIBILITY FOR THE PROGRAM?

Migrant students are usually self-referred to the P.A.S.S. Program. Although, teacher, teacher assistant and instructional assistants have referred students occasionally. The Migrant Education Support Teacher (M.E.S.T.) determines if a student is eligible for P.A.S.S. as well as the Migrant Community Liaison. The M.E.S.T. assesses which P.A.S.S. course or courses a student needs based on his/her transcript. The M.E.S.T. fills out a referral form with the student information and gives it to the P.A.S.S. Coordinator.

WHO RUNS THE P.A.S.S. PROGRAM?

P.A.S.S. is a cooperatively run program. It is overseen by a M.E.S.T., but is operated and coordinated by a Teacher Assistant and Instructional Assistants. Migrant students work independently with a Teacher Assistant and Instructional Assistants. They are allowed to work at their own pace to complete course work. Staff working with P.A.S.S. are (1) M.E.S.T., (1) Teacher Assistant, and (1) Instructional Assistant.

HOW IS P.A.S.S. FUNDED?

Chapter 1 Migrant Education funds are used to support the development and distribution of the courses in each state. This includes paying for staff, booklets and materials and money for mailing of materials and correspondence.

GENERAL INFORMATION OF P.A.S.S.

There are currently 45 students enrolled in P.A.S.S. courses at Watsonville High School. 11th and 12th grade students make up the bulk of enrollment, although there are 9th and 10th grade students also enrolled. Students are required to attend on Monday afternoons from 3:15 p.m. - 5:00 p.m. or make arrangements for lunch or another afternoon study session. Students can also attend Tuesday through Thursday from 3:15 p.m. - 4:00 p.m. or during lunch.



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Assisting Youth Undergoing Dropout Experiences
A.Y.U.D.E.

PROGRAM DESCRIPTION:

The AYUDE Project is a dropout prevention/intervention program for migrant students in the Pájaro Valley Unified School District which utilizes career assessment and counseling, remedial basic skills instruction, occupational training and job development placement. The purpose of the project is to develop and implement a comprehensive, supplementary dropout prevention program that addresses the migrant student dropout problem at various age/grade levels. The AYUDE program applies a preventive strategies model to rescue identified dropouts.

EVALUATION:

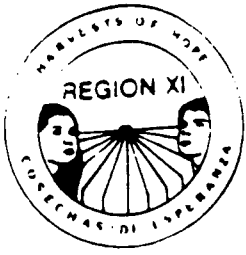
- A. Participants will evaluate their program and provide the Migrant Office with information upon request.
- B. On-site visitations by Director or Principal can serve at least four purposes:
 - help plan and structure successful programs with teachers
 - observe teachers in action and offer support and suggestions
 - monitor student attendance records, teacher-student ratios, and program quality
 - interview students and staff to evaluate program effectiveness

SELECTION OF SERVICES:

AYUDE programs are submitted to the migrant office for approval. AYUDE programs must include the following:

1. Needs Assessment of individual students
2. Analyze students' needs and brainstorm effective program possibilities
3. Recruit and select staff
4. Recruit students who are most in need
5. Provide incentives to motivate student attendance and success
6. Evaluate program effectiveness

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Cabrillo College/PVUSD Migrant Summer School Program

The Cabrillo College EOPS and Pajaro Valley Unified School District's Migrant Summer School program is a coordinated effort to recruit migrant students who aspire to a higher educational experience. The six week summer school program provides migrant students the opportunity to accelerate academically, prepare for college and experience life as a "college student".

The Cabrillo College Summer Migrant Program serves approximately 50 migrant students each summer. Classes operate from 8:00 a.m. to 12:00 p.m. daily. Students receive daily instruction in Writing, English, Math, Computer Applications, and counseling courses. Instruction is provided in both English and Spanish. Career development is provided to assist migrant students in formulating long range career and education goals. This program is designed to give migrant students and opportunity to obtain high school or college credits thereby accelerating the educational process and experiences.

The program provides college academic instruction, development of educational and career goals, and it is considered to be the "first positive steps" into higher education. The transition from high school to college can be a devastating experience to many, especially for the linguistically and the educationally deprived student.

The program focuses on bridging those gaps by creating positive experiences for students and offering a transitional support team through Migrant Education and EOPS. Feedback from former participants stated that the efforts brought them a new self-esteem, growth and development and a sense of personal accomplishments.

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Secondary Opportunity for Students
(S.O.S.)

PROGRAM DESCRIPTION:

The Secondary Opportunity for Students (S.O.S.) program is a cooperative joint venture among Migrant Education, Watsonville High School, and Adult Education utilizing an Adult Education grant from the State Department of Education to serve at risk youth.

S.O.S. is a secondary Migrant Education Program designed to meet the special needs of migrant individuals who are currently not being served, have dropped-out, or are in pursuit of their GED certificate. The intent of the program is to assist migrant students prepare for the GED test and to assist students establish short and long range educational and career goals.

The S.O.S. Program provides preparation for continuing post secondary education and employment through the Migrant Outside Work Experience Program. Students will be encouraged to attend Cabrillo College through the Summer Migrant Program. Applicants must be at least seventeen years of age, lack a high school diploma, and must qualify under Migrant Status.

The S.O.S. Program serves approximately 20 students per session. Each session consists of 75 teaching days or more, students remain in the program until all program objectives are met with an allowance of completion within this time period. Classes operate from 1:00 p.m. to 4:00 p.m. daily and students progress through the materials at their own pace. Academic instruction is provided in both English and Spanish in Science, and Social Studies.

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Migrant
O.W.E.
Outside Work Experience
Region XI

The Migrant Outside Work Experience Program (Migrant O.W.E.) was created in Region XI to prevent students from dropping out of high school and exist at both schools within Region XI. Migrant O.W.E. gives migrant students the opportunity to work 2 hours after school on days they attend school and receive elective credit for attending the Migrant O.W.E. course.

All Migrant students interested in the program must complete a job application. These students are mostly referred to Migrant O.W.E. by other Migrant Staff and in the past years by Counselors at the designated school. Because of the high number of applications, we have set up a priority listing/guidelines so that we may best serve the migrant students. The guidelines are:

- #1 Priority Status 1 & 2 Seniors of credit/financial need**
Status 3 Seniors in need of credit/financial need
- #2 Priority Status 1 & 2 Juniors in need of credit/financial**
- #3 Priority Status 1 & 2 Sophomores in need of credit/financial need**
- #4 Priority Status 1 & 2 Freshmen in need of financial assistance**
- #5 Priority Status 3 Juniors in need of credit/financial need**
- #6 Priority Status 3 Sophomores in need of credit/financial need**
- #7 Priority Status 3 Freshmen in need of financial assistance**

Applications are received on an on going basis. Each applicant's application is screened for migrant eligibility and for credit/financial need.

Students that we are able to enroll in the program must then complete a work permit application and read the program contract. Both parents and students must read and sign the contract. The students must also complete all payroll information at the classified district office before they are sent for an interview. Over a 100 agencies in the Pajaro Valley participate and employ students enrolled in our program. These students are placed in jobsites according to their present and/or future interests and job skills. The Migrant Educational Support Teacher meets with each student individually to assess the student's interest and job skills. The teacher and student discuss what will be an appropriate job placement. The teacher then makes contact with the jobsite supervisor and arranges an interview for the student.

As stated in the proceeding copy of the responsibilities contract, the Migrant O.W.E. Teacher, the Student, and the Jobsite Supervisor each has responsibilities to fulfill in order to have a successful program. The student must also have on file a Training Agreement and Training Plan. The Training plan is evaluated each quarter when the teacher, supervisor, and the student meet.

The Migrant O.W.E. class component consists of 9 required class instructions per quarter. The goals of the program is to instruct students on what has been labeled as the "Employment Cycle." This includes employability skills, job skills assessments, and job finding skills such as: completing job applications, interviewing, resumes, cover letters, follow-up letters, job exploration and career development, and how to leave a job. Students are also provided with college and technical school information. Community role models in various careers and occupations are guest speakers. This provides the students an opportunity to learn first hand from someone who is in the field the students are interested in learning more about. There are also field trips to different companies in Watsonville where the students learn about employment opportunities in the Pajaro Valley.

Students in the Migrant Outside Work Experience Program may earn variable quarterly credits. These credits are earned by the number of hours the student works, and by the student attending all required O.W.E. classes. For each 30 hours of work, a Migrant O.W.E. student will earn 1 credit. Because the program only allows the student to work 2 hours after school, most students do not earn more than 2.5 credits per quarter.

The students enrolled in the Migrant Outside Work Experience Program learn many skills and gain valuable information. Depending on the job placement the students may learn skills in computers, office procedures, phone answering and message taking techniques, engine repair skills, and people skills. Most importantly, the students have higher self esteem because they see that they are learning and are an important part of the team at their jobsite.



OWE.

Outside Work Experience Training Agreement

Student's Name _____

Phone # _____

*** SCHOOL RESPONSIBILITIES ***

As a teacher in the Migrant Outside Work Experience Program, I agree to:

1. Inform the student of the program rules and regulation.
2. Assist the student in obtaining and completing necessary program forms.
3. Instruct the student regarding his dual responsibility to the employer and to the school.
4. Work closely with the employer in order to provide the student with maximum benefit from the on-the-job employment experience.
5. Visit the student's place of employment, and consult with the employer regarding the job performance of the student.
6. Correlate the job-related classroom instruction with the learning experiences at the training station.
7. Assist in the resolution of the student's school or job related problems that are affecting his job performance.
8. Provide the employer with evaluation forms, and discuss the job performance of the student with the employer and the student.
9. Perform a liaison and coordinating function between the school and the business/industrial community.

Migrant OWE Teacher Signature _____

*** STUDENT RESPONSIBILITIES ***

As a student in the Migrant Work Experience Program, I agree to:

1. Follow the Program rules and regulations established by the school and the employer.
2. Obtain a work permit, social security card, and proof of age (driver license, birth certificate, California I.D.) etc.
3. Submit timesheets as required by the teacher to verify the number of hours worked.
4. Notify the teacher and employer of school or job-related problems that may affect job performance.
5. Maintain regular attendance and punctuality in school and on the job. I WILL NOT work days that I am absent from school, regardless of the reason for the absence.
6. Fulfill related learning activities and regularly attend classroom instruction as required by teacher.
7. Notify my employer BEFORE I am due at work if I am ill or have an emergency.
8. Notify the teacher within one day if I am released from my job before the end of the semester.
9. Remain in good standing in my other subjects.
10. Consult my teacher if I should find it necessary to terminate the job.

Student's Signature _____

Student Address _____

*** JOBSITE SUPERVISOR'S RESPONSIBILITIES ***

As a career station sponsor in the Migrant Outside Work Experience Program, I agree to:

1. Inform the student of rules, regulations and duties expected on the job. (Students tend to succeed when the employer has adequately acquainted them with the work to be done.)
2. Supervise the student trainee, assist improving the on-the-job training performance of the student and assign the student to more responsible duties or positions if openings occur for which the student is qualified.
3. Plan an appropriate variety of job tasks/responsibilities.
4. Abide by State and Federal laws/regulations pertaining to employment, as stated on the back of the work permit.
5. Verify hours the student works. (2 hours per day, 10 hours per week)
6. Confer with the student's teacher/coordinator regarding progress or need for additional help, and complete written evaluation forms.
7. I will not allow driving as part of the job (prohibited by Calif. Veh. Code 12515).
8. Affirm that neither myself/business discriminates on the basis of race, color national origin, sex, or handicap.
9. The student work assignment is:

Company Name: _____

Address: _____

Supervisor's Signature: _____

Type of work: _____

 Date Started: 46

PH#: _____

NOTE: STUDENTS ARE TO WORK 2 HOURS DAILY, 10 HOURS WEEKLY ONLY!

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Home School Partnership

PROGRAM DESCRIPTION:

The Home School Partnership Program is a training program of support for parents. The training takes the mounting research on the relationship of the home to a child's educational successes and translates that into practical action on how to build strong home-school educational partnerships.

School sites are selected and are involved in the planning and implementation of the program. Monthly two hour workshops are held at each of the school sites and are conducted by the Migrant Education Supplementary Teacher (Mest) based at the school site with the support of the Parent Education Specialist. In addition, some of the trainings are coordinated with other schools and/or community agencies in order to address parent-generated topics. Guest speakers , therefore, are also an important component of this program and become part of the training team.

Migrant parents receive training in the following areas:

1)Parents Are Teachers Too; 2) Self-Esteem; 3) Effective Parent-Teacher Conferences; 4) Home-Study Skills; 5) Discipline;6) Motivation

Examples of parent-generated topics:

Gang Prevention

Effects of Drugs And Alcohol On The Family

Health Issues

Student Financial Aid

Currently, this program is being implemented at the junior and high school levels. Our intent is to build a strong home school partnership.



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Family Enrichment Program

PROGRAM DESCRIPTION:

The Family Enrichment Program is designed to provide materials and support to assist in building successful family environments. The program combines videotapes, software programs, and family activity guides into an integrated rotational package for in-home use. The videotape and book titles, instructional materials, and number of tapes are included in the Family Enrichment Program.

The variety of activities within the Family Enrichment Program focuses upon ten major areas:

- keyboarding skills
- problem solving
- writing
- language arts
- awareness
- thinking skills
- information processing
- math

The computer portion of the Family Enrichment Program is an extensive, wide-ranging system. As family needs are identified, appropriate software may be installed. This helps to insure a quality experience for all participants during each program rotation.

The videotapes and books provided with the program include both language arts and mathematics.

The workshop modules provide opportunities for parents to acquire skills that help to empower the family.

The Family Enrichment Program is a unique, customized program that may be tailored to the particular age group, subject matter, or goals the district is looking to service with the program.

EVALUATION:

- A. Use of trainer-self evaluation form and parent seminar evaluation form.
- B. Home visitations by Coordinator
- C. Compare check-in/check-out lists

SELECTION PROCESS:

Advertise to Migrant and Base program Certificated staff. Selection by person's willingness and ability to participate in the program.



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VISIONS CD-I

The Visions Program is designed to provide multi-media materials and support to assist in building successful family environments. The Program combines videotapes, compact disc technology, and training support into an integrated package for in-home use.

Parents are a vital factor in education. Schools must empower parents and provide programs that assist them and their children. The Visions Program is designed to accelerate the learning rate of student and parents by encouraging parents to take an active role in their child's learning process.

Multi-media environments have proved to be effective in presenting difficult concepts and providing video branching opportunities for the learner. The CDI player accesses a 600 megabyte CD-ROM that contains data, graphics, and full-motion video. This software puts the users in a "simulation" environment, where they are applying skills and concepts or doing research and study from a learner-directed perspective. The system also offers multiple language capabilities. The simplicity of the machine makes it an ideal platform for take home use.

Key Features:

- * CDI technology that provides English and Spanish interface.
- * CDI programs include a section for parents, including models for using the concept presentations with their children.
- * Learner software for CDI provides a holistic, simulation -oriented environment for the primary student. The "point and click" nature of the interface stimulates natural curiosity and active learning.
- * CDI software is literature-based and helps build background for accelerated literacy development.
- * The system is easy to install and operate.
- * Video taped electronic field trips that help families see themselves from a more global perspective.



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Outreach Library

PROGRAM DESCRIPTION:

Parents are a vital factor in education. Schools must empower parents and provide programs that assist them and their children. Educational Management Group's Outreach Library is designed to accelerate the learning rate of students and parents by encouraging parents to take an active role in their child's learning process.

The Outreach Library uses the videocassette player as its delivery system. The Library offers a variety of videotapes which may be used in the classroom for reinforcement or in the home for continuous growth opportunities for parents and children. The materials provide more time on task for students and allow adults to improve their basic skills at their own pace.

The wealth of materials in the Outreach Library may be successfully utilized with a variety of populations, such as Child Development, Migrant Education, Parent Involvement, Whole Language, Mathematics (concept development) or Effective Parenting.

The Outreach Library includes videotapes, books, appropriate learning programs, and training for staff, parents, and children.

EVALUATION:

- A. Use of trainer-self evaluation form and a parent seminar evaluation form.
- B. Home visitations by Coordinator
- C. Compare check-in/check-out lists

SELECTION PROCESS:

Advertise to Migrant and Base program Certificated staff. Selection by person's willingness and ability to participate in the program.

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Pajaro Valley Unified School District
MIGRANT EDUCATION - REGION XI
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MIGRANT EDUCATION EVEN START PROGRAM

PROGRAM DESCRIPTION:

Even Start is a statewide program for migrant families. Even Start is operated by the Migrant Program in Pajaro Valley Unified School District.

Even Start offers parents:

- * Classes in English as a Second Language
- * Classes leading to a high school equivalency diploma (GED)
- * Parenting support groups
- * Parenting skills

Even Start offers a free pre-kindergarten program.

Even Start offers field trips in the community and monthly family evening activities (games, Crafts, movies, etc.) for everyone in the family.

WHAT IS EVEN START?

Even Start is a family centered program that

1. Promotes parents' abilities as the "first teachers" of their children.
2. Promotes parents' abilities to support the educational, emotional, and social growth of their children and enhances children's abilities to succeed in the base school program.

WHY PRE-KINDERGARTEN AND PARENT EDUCATION?

Parents are the child's first and most important teachers. The Even Start Program offers the opportunity for parents and children to participate together in an educational experience to promote parent/child interaction. The Parent Education component provides emotional support and develops skills enabling parents to better cope with critical issues in their lives.



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**Migrant Education Even Start
Literatura Infantil Y Familiar**

PROGRAM DESCRIPTION:

Literatura Infantil y Familiar is a cooperative relationship between the Department of Migrant Education and the Pajaro Valley Unified School District designed to empower parents as their child's first and most important teachers through the sharing of children's literature. The program focuses on children(pre-k through second) and their parents. Parents attend a two to three hour monthly evening workshop at H.A. Hyde elementary school. In some cases, parents will also be attending an additional literatura workshop at the elementary school most convenient to them. During the workshop, parents are taught how to read with their children by a team of teachers who model the process as well as review and discuss book related questions (following the creative reading method questions format). Parents are given the opportunity to write their own cooperative parent books. In addition, parents take a book home to be shared with their children along with a blank book that can be written by the child alone, with the help of the parents or as a whole family activity.

Literatura Infantil y Familiar promotes parent/child interaction, encourages the writer in all of us, aids in the development of language skills, promotes home language development, builds self-esteem, strengthens the relationship between the home and the school, and values and encourages families to learn more about their own cultures, their oral and written traditions.

During the 1994-95 school year an important and exciting component of Literatura Infantil y Familiar is staff development. All elementary school Migrant Education Supplementary Teachers (M.E.S.T.s) along with other district staff from the base program and other supplemental programs are involved in Literatura Infantil y Familiar training. Monthly workshops are being provided by Dr. Alma Flor Ada.



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WINGS

PROGRAM DESCRIPTION:

WINGS is an individualized, developmentally appropriate, sequenced, "Thinking Skills" curriculum that teaches 3 to 6 year old children "how" to learn, not "what" to learn. The WINGS program is an interactive program consisting of 120 developmentally sequenced games and manipulatives that enrich memory, problem solving, comprehension, creative thinking, and decision making.

WINGS provides migrant parents the opportunity to experience an enjoyable educational curriculum with their young child. Weekly workshops are held to train parents on the use of the game which has been assigned to their child for that week. In addition, parents participate in fun playtime activities which they are then encouraged to do with their child at home. The playtime activities are designed to provide both fun and educational experiences for both parent and child. Each playtime activity emphasizes various areas of child development. The four major areas of child development are:

Language - addresses a child's ability to understand and use words to communicate. Provides children with a rich variety of language experiences, helps them feel comfortable with words and encourages development of verbal skills.

Physical - involves the way a child learns body control through coordination of both large and small muscles. Activities which encourage children to use their arms, legs, hands and fingers help improve physical development and coordination.

Cognitive - applies to a child's ability to think and process information. By providing opportunities to experiment and discover, children develop a framework for understanding how the world works.

Social/Emotional - addresses how a child expresses and understands feelings. Providing children with activities that allow them to explore their feelings freely helps them discover who they are and how to get along with others.

WINGS empowers parents to actively facilitate their child's development.

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Migrant Continuous Learning Education

PROGRAM DESCRIPTION:

All students (Pre K - 8th grade) enrolled in the Migrant Continuous Learning Education Program will maintain or increase their basic reading, writing and mathematics skills by 3 months.

The Program will be offering:

a) **Literature**

Books in Spanish/English will be provided together with activities to be carried out.

b) **Mathematics**

Exercises will be provided to review and practice mathematic skills assigned to the grade.

Evaluation exercise will be administered.

Instruction will take place in homes, community centers and school sites.

EVALUATION:

- A. Use of trainer-self evaluation form and a parent seminar evaluation form.
- B. Home visitation by Coordinator
- C. Compare check-in/check-out lists

SELECTION PROCESS:

- A. Completion of the 12th grade or equivalent
- B. Experience as school volunteer or child care (parent involvement)
- C. Experience as presenters in the Home/School Partnership Program
- D. Command of the Spanish language



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READING IS FUNDAMENTAL

PROGRAM DESCRIPTION:

In 1966, Reading Is Fundamental (RIF) was organized in Washington, D.C. to encourage children (aged 3 to grade 12) to read by showing them reading is fun. In 1987, Migrant Education of the Pájaro Valley Unified School District started a RIF Program for migrant students. Distributions are held throughout the year at various labor camps, a migrant day care center and at four migrant summer schools. Presently, an approximate 2,000 migrant children are given the chance to choose and keep books that interest them. Some of them have never owned a book of their own. Preceding and following the distributions are "reading motivation activities" that reinforce the children's desire to read. Parents, teachers, librarians, students, and staff volunteer to operate the project.

EVALUATION:

- A. Annually, at the end of the RIF contract year, a performance report is compiled as a detailed summary of the program activities and distributions for that year.
- B. Ongoing throughout the RIF contract year, statistical reports for each distribution and book orders are sent to RIF headquarters in Washington, D.C. where our RIF Consultant is kept abreast of all the local activities.

SELECTION OF SERVICES:

A lengthy RIF Proposal is written annually for the next year. A proposal for \$5,500.00 has been submitted for approval to the California Consultant in Washington, D.C. Several months ago, the Consultant came to visit our local migrant RIF program and was so impressed that we have been granted a \$2,000.00 dollar increase for the upcoming new year.

D894J

Acknowledgements

Handbook of Effective Migrant Education Practices, Volume II: Case Studies. Final report prepared for the U.S. Department of Education Office of Planning, Budget, and Evaluation under contract No. 300-87-0133.

Selected as one of the top sixteen programs in U.S. for effective educational practices for educating migrant students.

Bridges: Promising Programs for the Education of Immigrant Children: A Publication of the California Tomorrow Immigrant Student Project.

Selected by California Tomorrow as one of the outstanding programs to meet the needs of immigrant children.

Literatura Infantil: Binding Families Together.

Written by Dr. Alma Flor Ada and based on Pajaro Valley Unified School District's Migrant families. Appeared in Bridges: Promising Programs for the Education of Immigrant Children.

A Good Common School: Making the Vision Work for All Children. A Comprehensive Guide to Elementary School Restructuring from the National Coalition of Advocates for Students. October 1991.

The National Coalition of Advocates for Students (NCAS) is a nationwide network of child advocacy organizations that work to improve access to quality public education for children of greatest need.

State Parent Advisory Council. Presented a plaque to Dr. Paul Nava on March, 1990 recognizing him for his outstanding efforts in implementing the Migrant Parent Education Component.

California Association on Bilingual Education (CABE) 1990. Presented an Exemplary Practices Award to Pajaro Valley Unified School District's Parent Education/Literatura Infantil.

This award was one of five presented during the CABE conference. It was also the first time that an award had been presented to Migrant Education on behalf of parent education by CABE.

Migrant Special Education and the OLE project. A study by Richard A. Figueroa, Ph.D., Nadeen T. Ruiz, Ph.D. U.C. Davis and Robert S. Rueda, Ph.D. University of Southern California.

The Optimal Learning Environment (OLE) project is an experiment in meeting the needs of rural and urban "mildly handicapped" migrant pupils.



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
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